

# Everything You Thought You Knew

How to Be a Better Peer Evaluator (Mode A)  
KCCD CCA, Bakersfield College



# Introductions

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# Myth #1: The union just wants to save jobs.

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- The union is obligated to protect the processes as negotiated in the contract/CBA; it does not determine the accuracy of an evaluation.
- However, If contractual processes are not followed, the union has a duty to investigate, and grievances may result.

# Myth #2: The purpose of evaluation is to justify retention decisions.



The purpose of evaluation is explained in Article 6.A:

Quality faculty are essential to the academic excellence of an institution. Therefore, it is a mutual expectation of faculty and administration that regular and on-going feedback be provided to faculty regarding job performance.

To ensure that quality teaching and support services remain the core ingredients in undergraduate education, the faculty evaluation process:

# Myth #2 continued: The purpose of evaluation is to justify retention decisions.

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1. Focuses on professional growth, recognition, and improvement by identifying and providing instructional resources for support of individual faculty goals and growth.
  2. Promotes faculty service (e.g. community, committee, professional activities).
  3. Facilitates the accomplishment of individual faculty objectives linked to departmental, program, and institutional missions and goals.
  4. Assesses the performance of the full scope of all assigned duties according to the job assignment and relevant professional standards.
  5. Provides the basis for retention and tenure decisions.

# Myth #3: You can't grieve content, period.

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“Content is not Grievable: The content of evaluations **collected in a manner consistent with this Article** shall not be grievable” (Article 6.B.6 [emphasis added]). Examples of trouble spots:

- “Uniform and Consistent”
- “Truthful and Accurate” (no rumors, gossip, or anonymous sources; no recordings)
- “Limited to Contractual Duties” (no “this happened in the hallway, and I didn’t like it” comments)
- “Based on Performance, not Technology” (tech failures cannot affect the evaluation)
- “Timely” (“**immediate** formative feedback” is required, as is a commitment to “completing the process in a timely manner”)

Myth #4: The Educational Administrator takes the lead in the process.

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Forming the committee? No.

“The Committee consists of tenured faculty members only and includes the faculty chair, except under extenuating circumstances, as the chair of the committee, one (1) department/program area member chosen by the department, one (1) department/program area member chosen by the evaluatee, and the Educational Administrator.” (Article 6.C.2.F.3)

# Myth #4 continued: The Educational Administrator takes the lead in the process.

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Leading the meetings? No.

- “The faculty chair will serve on area evaluations and facilitate the Pre-Observation and the Summary Evaluation Meetings.”  
(Article 6.C.4.a.1)

Developing the Summary and determining the Rating? No.

- “the evaluation team . . . jointly completes the Evaluation Team Summary . . . based upon the majority opinion of the group.”  
(Article 6.C.4.a.3)

Educational Administrator duties are listed in Article 6.C.4.a.3.



Myth #5: Student Surveys should be given the most weight.

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“The purpose of the multiple components listed below [Evaluation Packet, meetings, observations, student surveys, etc.] is to get data from a variety of perspectives for diverse faculty assignments. Every effort should be made to integrate this data in its entirety in contrast to overemphasizing any individual component.” (Article 6.C.2)

# Myth #6: Teaching Goals are not acceptable.



- There is a list of acceptable goals on page 34 of the current contract: 10 items plus “Other.” (Article 6.C.2.a)
- ANYTHING on that list is acceptable (as long as it is measurable and achievable).
- First item on the list: In-class teaching/counseling/support service.
- The contract does NOT require any of the following:
  - Serving on a committee
  - Presenting for professional development
  - Something “extra impressive” to get tenure

# Myth #7: There are requirements for filling out the observation forms.

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- There is no requirement to fill out forms in particular way; however, there are some requirements for observations:
  - For Mode A, “To the extent practicable, observations should be made of all faculty instructional, counseling, and library assignments. Observations shall be distributed across different assignments, different courses, different delivery modes, and different sections for the semester.” (Article C.2.c)

# Myth #7 continued: There are requirements for filling out the observation forms.

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- Committee members “will each choose assignments for observation.” (Article C.2.c)
  - “Timely feedback should be provided to the evaluatee **prior to** the Evaluation summary meeting.” (Article C.2.c [emphasis added])
  - To meet the purpose of evaluation, feedback needs to be useful.

# Myth #8: A Needs Improvement is no big deal.

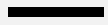
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- Needs to Improve: Retention, BUT with specific recommendations that must be reassessed. (This is NOT the same as “Suggestions for Improvement.”)
  - It MUST include a remediation plan that includes a timeline for “remediation, observation, and re-evaluation.” District (that means BC) must provide any needed resources. (Article 6.C.3.b.1)
  - Because the point is to recommend retention coupled with remediation, enough time should be provided for the faculty member to improve.

# Myth #9: The timeline is firm and can be grieved.



- The timeline is “suggested”; however . . .
- Evaluations should be helpful and meaningful for the college community.
- There are firm dates elsewhere, and missing those could result in more serious problems (opportunity to respond, tenure recommendations, etc.).
- Suggested timeline is on page 40 of the current contract.

# Additional Trouble Spots



- Conflict of Interest
- Minority Statement
- Summary Template
- Form Q
- Evaluation vs. Discipline

# Wrapping Up

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## Questions?

- We are happy to give this presentation to your department or evaluation team.
- If you would like to schedule a presentation or have any other questions, contact your presenters:
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- The contract can be found on our website: [kccdcca.com](http://kccdcca.com)